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ABSTRACT

Greenville College, Greenville, Illinois has developed a multifaceted program designed to utilize the expertise of professionals in the public schools to help educate and train preservice teachers so that they are ready for the realities of the elementary and secondary classroom. Teachers and administrators in the public schools and education professors at the college work together in program development and evaluation. Participation in this partnership is not entirely one sided; while public school professionals have the opportunity to participate in the college program, college professors also have the opportunity to participate in public school programs, teaching in the public schools on a full time basis at certain times. Participants in the program do so on a volunteer basis. (JMF)

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A Partnership of Professionals in Preservice Teacher Education

presented

to

A A C T E

1976 Distinguished Achievment Awards Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

Greenville College Education Department

December 1975

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SUMMARY

This program is a multi-faceted approach which unites public school professionals and college professors to educate and train preservice teachers at both the secondary and elementary levels.

This unique union was developed because of the keen awareness that a program in preservice teacher education that does not clearly involve both public school professionals and college professionals in its development and implementation is missing a vital link in its preparation of teachers.

Teachers and administrators in the public schools and education professors at the college work together to coordinate the teacher education program as they jointly participate in program development and evaluation. But participation in this partnership is not entirely one sided; while public school professionals have the opportunity to participate in the college program, college professors also have the opportunity to participate in public school programs, teaching in the public schools on a full time basis at certain times of the year. (At times there is a complete exchange of services in which the college professor teaches in the public school and the public school teacher teaches at the college.)

Commencing a program like this involved working with all levels of professionals from the public schools and the college. All participants in the program do so on a volunteer basis with payment for expenses only. The college and school officials involved have agreed to release their faculty to participate in the exchange teacher program with each school maintaining its original contractual arrangement. The college funds the program coordinator, expenses for the meetings and secretarial assistance.

Description and Development of Program

Involving public school personnel in teacher education is not new; public school teachers have supervised student teaching experiences for years. But genuine and in-depth involvement in the preservice preparation of teacher candidates has been limited. At Greenville College we are developing and actuating a multi-faceted program designed to utilize the expertise of professionals in the public schools to help educate and train preservice teachers so they are ready for the realities of the elementary and secondary classrooms of America.

Initiated in 1972, the Advisory Council to the Teacher Education Program at Greenville College (the AC) is a group of elementary and secondary teachers and administrators who have accepted the college's invitation to participate on the Council. There are three major reasons the college needs such a council. First, public school professionals can bring new and important insights and perspectives to the tasks involved in helping students in a teacher education program become effective teachers in the public schools. Second, public school professionals and college professionals working together can achieve a more effective balance in developing and applying learning and instructional theories within the dynamics of the public school classroom. Finally, the AC can provide an effective liason between the college and the public schools as the college part of the program and the public school part of the program are integrated to achieve an effective whole.

One function of the Council, which meets on the college campus with the Education faculty four times each year, is to study carefully the teacher education program and to recommend changes the AC deems necessary. Since its inception the Council has helped effect several significant changes, including the following four. The student teaching experience has been extended from eight weeks for all students to a full semester for elementary candidates and twelve weeks for secondary candidates; workshops dealing with topics suggested by the AC are held on campus twice each year for all cooperating teachers; education students now begin observing

and participating in the public schools as early as their freshman year in college: cooperating teachers now meet with the college academic departments on a regular basis to critique departmental offerings and to make recommendations for changes if changes are needed.

Council members function in another way by acting in part as liason between cooperating teachers in their schools and the Education Department. In this role they first organize a system of visitation in which the student teachers in their schools are observed by a number of different cooperating teachers in the same schools. The cooperating teachers then meet and discuss what they have seen in the classrooms, paying particular attention to teaching behavior which would indicate strengths and/or weaknesses in the teacher education program. Observations and recommendations are submitted to the chairman of the Education Department to be given careful consideration during planning and development.

A second avenue of involvement by public school professionals in teacher preparation at Greentille College is SPHETT (Senior Professionals Helping Educate and Train Teachers). Instituted in the fall of 1975, this part of the program includes certified public school teachers who have recently retired, or who are teaching on a substitute basis only, or who have chosen (for a variety of reasons) not to teach at the present time, though they have taught in the recent past. After orientation experiences at the college, these professionals work in three areas: 1) in the first course in the teacher education sequence they identify and help students who need aid in developing skills in handwriting, in speaking -- both in group situations and in individual conferences, and in reading aloud to groups; 2) in certain prestudent teaching experiences they observe and evaluate college students who are participating in public schools; 3) in the micro-teaching center they help students develop micro-teaching skills. Though the amount of time the senior professionals are able to give to the program is limited, these teachers have already proved to be a valuable and effective asset in preparing teacher candidates. It is exciting to see these experienced, older professionals

learn newer techniques, such as microteaching skills, and help preservice teachers grow in areas of skill development.

A third way in which public school teachers are involved in preparing teacher candidates, though the involvement is indirect, is that of allowing college methods teachers to come into their classrooms to teach. This is not an arrangement in which the methods teacher visits a public classroom for an hour or so each day, but a full time teaching arrangement in which the college teacher teaches elementary or high school students in the public schools for several weeks at a time. Participation in this experience is completely voluntary for both the public school teacher and the college teacher. (Of course, the whole program is contingent upon the public schools' agreement to take part, but there has been no difficulty finding schools in which to place college personnel). After agreeing to participate, the two teachers meet and plan together what area the college teacher will teach in, how long, and when.

There are several reasons for this facet of our program. One important reason to involve methods teachers in public schools is so they do not lose sight of the realities of the classrooms their students will be going into as teachers. Another reason is to help methods teachers keep abreast of subtle changes in such things as administrative procedures, curriculum, student attitudes, and teacher attitudes in the public schools. A third reason is so public school professionals in our area will have direct opportunities to understand and influence the realities of teacher preparation at Greenville College.

As the relationships and understandings that are developing in this part of the program grow stronger, the exchange of teachers is expected to become a two-way arrangement in almost every case. In one situation this school year the two-way exchange has already occurred. The college professor has moved to the community where the public school professional is employed and the public school person has moved to the college community to teach. It is already evident that this portion of the program will achieve direct and extended contact between the college

professional and the public school professional, allowing them to plan together, to gain additional insight into the total program of preparing teachers for public schools, and to bring their influence to bear more directly upon the realities of a part of the program they usually are able to influence minimally if at all.

Objectives

To unify the total teacher education program at Greenville College by uniting the public school professional and the college professional in program evaluation, development, and participation.

To involve the preservice student of education more effectively in the public schools with public school professionals, and to help them see the strength of a teacher education program involving a close relationship between the public school and the college teacher education program.

To give both public school professionals and college professionals opportunities to interact more extensively as peers and to participate in realities normally outside their experience, thus allowing them opportunities to broaden their perspectives and deepen their commitments in teacher education.

Personnel

The personnel of the program include a coordinator of the program, public school teachers and administrators, education department faculty, and preservice students of education.

Budget

Coordinator of Program	$ 3000.00
College faculty freed one month to be in schools @ $1200.00 per faculty . . . . . (This cost may change from year to year).	6000.00
Public school teachers expenses, including mileage, meals	1400.00
Certifying college faculty (this cost may change from year to year)	100.00
Secretarial staff and materials	800.00
Total	$ 11,300.00

Contributions to the Improvement of Teacher Education

1) preservice teachers are involved earlier and more extensively in the public schools, 2) Public school teachers are more extensively involved in the preservice

education of teachers, 3) Public school professionals and college professionals are working together as peers to educate teacher candidates, 4) College professors are becoming more effective in their methods courses as a result of working in the contemporary realities of public school classrooms, 5) Utilizing highly skilled and talented public school teachers who are no longer under full time contractual demands from the public schools gives the college a chance to enlarge the teacher education staff without adding outlandish expense, 6) Preservice teachers have the opportunity to participate in a program where they observe from the beginning public school professionals and college professionals working together to prepare teachers, 7) Preservice teachers have the opportunity to participate in a program that is developed and evaluated by a variety of educators, whose perspectives represent the full spectrum of educational roles.

Evaluation

As far as the program developers can determine, there is little precedent for this program. Nor are there any instruments already prepared to aid in evaluation. As a result, most evaluation procedures are still in the developmental stages. Of course, the Advisory Council evaluates its work each year at its first session. Also, each phase of the program that is developed by the AC is evaluated at its completion; for example, the AC evaluates the results and determines the worth of each cooperating teacher workshop. Complete records, which include all suggestions for improvement, are kept of AC sessions; each year these records are studied and given careful consideration. The professional exchange of services is evaluated by all involved: students, faculty, and administrators.

To date it can be shown from taped verbal testimonials and written remarks that the program has a high level of educational success; further growth is expected.

Chief Institutional Representative John S. Burd